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AUTHOR Broadbent, William
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ABSTRACT

This document is an inventory of skills identified as necessary by professionals in the human services field specializing in adult care. It is intended as a mechanism whereby educators can compare that which they teach against what the human services industry feels is relevant. Introductory material discusses the process of the occupational analyses, one of which resulted in this document; method employed; limitations; interpretation of industry data; and a narrative summary of industry data. The inventory of knowledge, skills, and attitudes necessary for successful participation in the human services field follows. The items are divided into knowledge and skills (for the care of the elderly and supervision of offenders in community service assignments) and general attitudes. Listings of the items indicate weightings assigned by industry representatives; numbers of representatives and percentages are given. The various weightings are essential, important, desirable, and not necessary. The average or mean scores are also given. (YLB)

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AN INVENTORY OF SKILLS AND ATTITUDES NECESSARY FOR A CAREER IN HUMAN SERVICES/ADULT CARE

Produced by

Hawaii Statewide Committee
on Human Services/Adult Care

January, 1988

State Board for Vocational Education

This report was prepared by Dr. William Broadbent, Coordinator of Planning and Evaluation for the State Board for Vocational Education. It was reviewed and edited by Dr. Lawrence Inaba, State Director for Vocational Education.

Preface

The Carl Perkins Act of 1984 requires that each state create technical committees to review the relevance of vocational curricula in terms of industry needs. This is a valid concern. In fact, were it not a federally mandated requirement, we would wish each of our teachers in Hawaii do this from time to time. We think that most of our professionals in the classrooms, laboratories and shops do this on an informal basis. This brief document is designed to help expedite and make overt the process. It is not a curriculum guide, but an inventory of skills identified as necessary by the technicians in industry. The document is a mechanism whereby each professional can reference that which he or she teaches against what industry feels is relevant. Use it to your advantage and to benefit those students enrolled in your program.

Gladys A. Brandt

Gladys A. Brandt
Chairperson of the State Board
for Vocational Education

Introduction

The Carl Perkins Vocational Education Act of 1984, PL 98-524 had two major themes. These were "access to training for special populations" and "program improvement." This document, as others similar to it, is designed to satisfy the latter objective.

In Section 111 (d) it is mandated that:

> "Each State board in consultation with the State council shall establish a limited number of technical committees to advise the council and the board on the development of model curricula to address State labor market needs. Technical committees shall develop an inventory of skills that may be used by the State board to define state-of-the-art curricula."

All sensitive teachers find it worthwhile from time to time to re-examine the relevance of their curriculum. In philosophy and ancient history such reappraisal can be at substantial intervals. In technology and occupational training areas in general, the review must be more frequent. The writings of Plato may be subject to reinterpretation but remain the same. The Battle of Hastings will always have taken place in 1066. However, if you are dealing with such things as respiratory techniques or word processing, the change is ongoing. Even the understanding of the behavior of children, older persons and those guilty of antisocial behavior changes with research findings of psychologists and sociologists.

When teaching a subject that clearly has occupational implications, it is important to reference what one teaches against that which employers and those with established expertise in the field think is relevant. Many times educators choose to teach things for reasons not understood by industry but which represent sound pedagogy. There is a system to learning which involves a

rationale that is not always obvious immediately to those without training in the educational process. However, if there is little or no congruence between the knowledge, skills, and attitudes and what we teach, something may be amiss.

The industry addressed in this document, as in its immediate predecessor, is human services. While the earlier document was concerned with child care, this one is directed at skills needed for adult services. Originally it had been hoped the two could be combined. After all, both involve skills in dealing with people which because of age or other reasons need supervision and assistance. While "child care," "care for the aging (gerontology)" and "sentencing and offenders" do have some similarities they also have differences. All involve a "caring" attitude and the ability to help persons, partially dependent, out of difficult situations or assist them in avoiding them altogether. However, helping a child to climb a jungle gym is different than organizing a bingo game for elderly persons and/or providing community services for someone convicted of shoplifting.

This report deals with the requisite knowledge, skills and attitudes of those involved in caring and assisting adults. From a conceptual standpoint it would have been desirable to divide this second report into two separate entities. However, cost considerations would not permit this. The methods used to study "gerontology" and "sentencing and offenders" vary and so do the conclusions to a certain extent.

The information that follows was prepared by persons having a broad range of interests in operational agencies and concerns in academia. It may assist educators in determining if the core program presently employed is as relevant as it could be.

The rationale for the inquiry involves the following factors. The chief consideration involves the fact that a review of such programs may ultimately

benefit students training for employment in the human services field. It may make it easier for instructors to relate their curriculum to the needs of industry. We are also interested in providing documentation to our Representatives and Senators serving in Congress as to how the funds they approved are being conscientiously addressed to meeting the needs of business and the public. It may meet the information needs of others as well.

Purpose

In September of 1985, the State board for Vocational Education in conformance with federal mandates and local inclinations mandated that at least two occupational, technical committees be made operational each year to assess the entry-level employment requirements of a given occupational area. The technical committees were and are to update occupational information produced in earlier skill assessment surveys or provide information not available previously. Three areas have already been reviewed and reports of findings printed and distributed. These are "electronics," "automotive technology" and "human services/child care." One other is presently under study. This other area presently being studied is "computer programming." This is the second of two reports on human services. This report involves "gerontology (care for the aged)" and "sentencing/offenders (advisement and supervision of persons having difficulties conforming to standards of behavior)."

Acknowledgments

The members of the Human Services Technical Committee were selected with the assistance of the Vocational Education Coordinating Advisory Council and the Human Services staff of Honolulu Community College. The members were nominated officially by the Chief Administrative Officer, Dr. Albert Simone.

Those selected and who served on the Human Services Committee were:

Ms. Linda Buck
Director
Early School

Mr. James H. Denzer
Executive Director
Hawaii Child Centers

Dr. Cullen T. Hayashida
Project Director
Kuakini Gerontology Center

Ms. Dee Helber
Vocational Education Specialist
Department of Education

Mr. Charles Larsen
Director
Seagull Schools Inc.

Ms. Jan Lee
Program Director
Early Childhood Education Centers

Ms. Kimiko Matsuda
Instructor
Early Childhood Education
Honolulu Community College

Ms. Eva Moravcik
Instructor
Early Childhood Education
Honolulu Community College

Mr. Calvin T. Sagara
Director
Community Service Sentencing Program

Ms. Pat Sasaki
Program Specialist
Office of Aging

Mr. Guy W. Ward
Executive Director
Kindergarten and Children's Services

Methods Employed

A review of relevant materials available through the auspices of other states was facilitated by the Western Curriculum Coordinating Center for both adult programs.

The Human Services Technical Committee, with the help of resource staff members from the State Board for Vocational Education, then developed a "template" or "inventory" of knowledge, skills and attitudes necessary for successful participation in the two employment areas in adult services. Three versions of the inventory were developed and revised for the gerontology programs and two for sentencing/offenders.

The third revision of the gerontology inventory was mailed to a representative sample of directors of centers and agencies involved in care for the aged for validation purposes and assessment. Approximately 50 percent of the professionals and technicians surveyed returned comments and assessments of individual items during the month allotted for the process. The results of the validation process and the weighting assigned to items listed on the inventory were again reviewed by the Technical Committee. The results are reported in this document which is succinct and designed to expedite easy perusal. The X symbol denotes the average or mean score.

The "sentencing/offenders" program was treated differently. There are relatively few technicians in this unusual area of adult services. As the result, a canvass using a written survey was not deemed probable to produce definitive results nor be cost effective. Extensive open-ended interviews with the Director were held. He also made members of his staff available for interview. An outreach specialist from a proprietary school, having extensive experience in the area of corrections counseling at the Oahu and other state prisons, was also consulted at length. As the result, the feedback in this third area of human services is anecdotal in nature.

Limitations

Those from industry may not reflect the particular priorities of educators. It is to be remembered that their membership was selected from diverse public service agencies and private organizations. Often their individual priorities reflect the needs of their particular client groups. They may not reflect the specific skill requirements of novice generalists who have not determined the particular area of concentration they wish to direct their professional efforts or level of responsibility to which they may ultimately aspire. There may be other things that educators may teach which may be prerequisite to other types of learning which may not be self-evident to people directly involved in the employment market place.

Interpretation

The data on gerontology, provided in part 2, may be interpreted using the following guidelines:

Average score of 2.4 or above "essential"

Average score of 2.0 or above "important"

Average score of 1.5 or above "desirable"

Summary of Findings

Gerontology

It was not necessary to do a factor analysis or a Gutman Scale to recognize the interrelated nature of the responses. The items receiving the highest and lowest ratings were not located in close proximity to each other on the form so the always present possibility of a "response set" or "first page effect" can probably be discounted.

In the area of knowledge, respondents tended to be most concerned with basics related to the client's physical and mental health. In the area of skills, the ability to work with other staff members, maintain a safe and clean environment and identify and correct situations where the potential for abuse to the elderly were foremost considerations.

Administrative items in the areas of knowledge and skills were rated uniformly low. The administrators and skilled technicians queried would appear to be looking for more "braves" than "chiefs," at least for entry-level positions.

In the area of attitudes, the same picture persisted. Persons who were "dependable," "adaptable" and "committed to doing a good job" for the firm or agency were most valued. High ratings in "motivation" were the only aberration to the pattern.

Considerations of "honesty," "respect," and "loyalty" also received high marks as good employee traits.

Sentencing/Offenders

Persons who accept employment in this area should anticipate working with what is perhaps the most difficult clientele of all. The clients do not want to be clients. They do not particularly want the services provided. Young children often have "bathroom accidents" and older people frequently dispair of losing much of their mobility and independence. However, sentencing/offenders clients have broken the law and are, in a sense, sentenced to be "grounded" much like an adolescent might be. Their supervision represents a kind of regression in the maturation process. The only saving grace for most is that they have avoided or been released from incarceration. Their supervision and community service assignment is frequently done by persons much younger than themselves. Many of them are not happy people.

The supervisors counsel, advise and find community service work stations for the offenders. The next step in the career ladder for many of the supervisors would be to become parole officers where they would have discretion over the liberty of the client.

There are five levels of felons and two levels of misdemeanants. The officials handle case loads which involve all but the highest level of felons. Frequently, the clients can be rude and resistant to counseling.

Of the persons involved, the following values, traits and/or skills emerged as being most important:

1) tenacity

2) drive

3) problem solving skills

4) ability to deal with setbacks

5) ability to deal with people with personal problems

6) ability to deal with irate persons

7) ability to work in stressful situations

8) ability to prepare court records

There is a certain theme that seems to reveal itself from these collective observations. To work in this area you have to be "self-confident," "understanding but firm" and "able to deal with stress." With the exception of "ability to prepare court records" the criteria for successful participation in this area of employment are, in fact, somewhat similar to those involved in "child care" and "care for the aging."

CARE TO THE ELDERLY SERVICES

Inventory of Knowledge, Skills, and Attitudes

I. Knowledge and Skills/ Elderly Care

	Emphasis										
Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
1.0 Knowledge											
1.1 Understands team approach	32	49.3	22	33.8	11	16.9	0	0.0	65	100	2.3
1.2 Understands basics of nursing care	28	43.7	18	28.1	16	25.1	2	3.1	64	100	2.1
1.3 Understands socio-cultured needs of client/family	28	43.1	27	41.6	9	13.8	1	1.5	65	100	2.3
1.4 Knows budget and expenditure process	3	4.6	6	9.4	33	51.6	22	34.4	64	100	1.2
1.5 Understands the psychological problems of the aged	32	50.0	25	39.1	7	10.9	0	0.0	64	100	2.4
1.6 Understands family structures and functions	18	28.1	32	50.0	13	20.3	1	1.6	64	100	2.1
1.7 Knowledge of the function of judges, probation officers, and other court officers	2	3.0	6	9.3	24	36.9	33	50.8	65	100	1.3
1.8 Familiarity with business machines	0	0.0	0	0.0	15	23.0	50	77.0	65	100	1.0
1.9 Influence of mental and physical health on behavior	28	42.4	29	43.9	9	13.7	0	0.0	66	100	2.9

Inventory of Knowledge, Skills, and Attitudes

Weighting:		Emphasis (3) Essential N	H%	(2) Important N	H%	(1) Desirable N	H%	(0) Not Necessary N	H%	Total N	H%	$\bar{X}$
1.10	Laws protecting individual rights and those addressed specifically to the elderly	13	20.6	31	49.3	16	25.4	3	4.7	63	100	1.9
1.11	Community resources available to senior citizens	24	38.7	21	33.8	14	22.6	3	4.9	62	100	2.2
1.12	Legal procedures related to abuse, neglect and guardianship	17	25.4	28	41.9	15	22.3	7	10.4	67	100	2.0
1.13	Current research on aging	3	4.8	17	27.4	23	37.1	19	30.7	62	100	1.5
1.14	Issues in estate planning	1	1.5	7	10.7	29	43.9	29	43.9	66	100	1.2
1.15	Issue dealing with long-term care	11	16.6	29	44.0	16	24.3	10	15.1	66	100	1.9
2.0	Skills											
2.1	Communicates clearly to client and staff	49	79.0	12	19.4	1	1.6	0	0.0	62	100	2.7

Inventory of Knowledge, Skills, and Attitudes

	Emphasis										
Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
2.2 Recognizes common health problems	30	48.4	28	45.2	4	6.4	0	0.0	62	100	1.5
2.3 Relates well to clients and staff	43	68.1	18	28.5	2	3.1	0	0.0	63	100	2.6
2.4 Prepares articulate and accurate reports to "care supervisor" (e.g. social worker, nurse)	21	33.9	26	41.9	15	24.2	0	0.0	62	100	2.1
2.5 Maintains safe and clean environment	38	61.3	18	29.0	6	9.7	0	0.0	62	100	2.5
2.6 Prepares nutritional meals as necessary	19	28.3	26	38.8	18	26.8	4	6.1	67	100	2.0
2.7 Serves meals with proper presentation to client	18	29.1	24	38.7	18	28.9	2	3.3	62	100	2.0
2.8 Supervises general leisure time activities with skill and enthusiasm (e.g. games, cards, television watching)	19	28.5	28	41.7	16	23.5	4	5.8	67	100	2.0
2.9 Plan and supervise outdoor activities	8	12.9	18	29.0	28	45.2	8	12.9	62	100	1.4

Inventory of Knowledge, Skills, and Attitudes

		Emphasis										
Weighting:		(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
		N	H%	N	H%	N	H%	N	H%	N	H%	
2.10	Plan and supervise art activities	8	13.1	9	14.8	34	55.7	10	16.4	61	100	1.5
2.11	Plan and supervise music activities	7	11.6	10	16.6	32	53.4	11	18.4	60	100	1.0
2.12	Identify and describe symptoms of an illness to a physician	20	32.3	32	51.7	6	9.6	4	6.4	62	100	2.5
2.13	Ability to perform home care and nursing functions	19	31.1	18	29.5	20	32.8	4	6.6	61	100	2.0
2.14	Assist elderly person in feeding self	30	48.4	17	27.4	13	20.9	2	3.3	62	100	2.1
2.15	Observe, record and report behavior of clients assigned for care	37	59.8	18	29.0	7	11.2	0	0.0	62	100	2.4
2.16	Sensitivity to abuse of elderly	40	59.8	25	37.3	2	2.9	0	0.0	67	100	2.5
2.17	Deal with irate persons	28	41.7	32	47.6	7	10.7	0	0.0	67	100	2.3
2.18	Work in stressful situations	28	41.8	30	44.7	4	5.9	0	0.0	67	100	2.2

Inventory of Knowledge, Skills, and Attitudes

Weighting:		Emphasis (3) Essential N	H%	(2) Important N	H%	(1) Desirable N	H%	(0) Not Necessary N	H%	Total N	H%	$\bar{X}$
2.19	Prepare documentation for court reports	4	6.5	8	13.1	21	34.4	28	46.0	61	100	1.4
2.20	Multi-lingual	4	7.1	5	8.9	44	78.6	3	5.4	56	100	1.3
2.21	Negotiation skills in representing elderly to family, neighbors and community resource groups	6	9.6	22	35.6	21	33.9	13	20.9	62	100	1.7

Inventory of Knowledge, Skills, and Attitudes

Attitudinal Formation

II. General Attitudes

Emphasis

Weighting:	(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
	N	H%	N	H%	N	H%	N	H%	N	H%	
1.0 Attitudinal Attributes											
1.1 Ability to assume responsibility	48	71.7	15	22.4	4	5.9	0	0.0	67	100	2.6
1.2 Dependability	40	88.9	4	8.9	1	2.2	0	0.0	45	100	2.6
1.3 Adaptability	40	74.0	13	24.2	1	1.8	0	0.0	54	100	2.7
1.4 Motivation	40	70.2	15	26.3	2	3.5	0	0.0	57	100	2.6
1.5 Commitment to do a good job	35	76.1	10	21.7	1	2.2	0	0.0	46	100	2.7
1.6 Willingness to work with others	43	64.2	21	31.3	3	4.5	0	0.0	67	100	2.6
1.7 Defensive driver	13	21.3	18	29.5	26	42.7	4	6.5	61	100	1.7
1.8 Safety orientation	31	50.8	27	44.2	3	4.8	0	0.0	61	100	2.4
1.9 Quality consciousness	33	54.1	20	32.7	8	13.2	0	10.0	61	100	2.4
1.10 Grooming	19	30.7	29	46.8	13	20.9	1	1.6	62	100	2.0
1.11 Positive interview skills	9	14.5	26	41.9	22	35.5	5	8.1	62	100	1.3
1.12 Honesty/ integrity	50	84.8	7	11.8	2	3.4	0	0.0	59	100	2.8
1.13 Goal setter	11	18.0	28	45.9	18	29.6	4	6.5	61	100	1.7
1.14 Loyalty: client and organization	25	43.2	27	46.5	6	10.3	0	0.0	58	100	2.3
1.15 Eager to learn	30	50.0	26	43.4	4	6.6	0	0.0	60	100	1.4

Inventory of Knowledge, Skills, and Attitudes

		Emphasis										
Weighting:		(3) Essential		(2) Important		(1) Desirable		(0) Not Necessary		Total		$\bar{X}$
		N	H%	N	H%	N	H%	N	H%	N	H%	
1.16	Eager to contribute	30	47.7	24	38.0	9	14.3	0	0.0	63	100	2.3
1.17	Finds solutions	18	26.9	31	46.3	18	26.8	0	0.0	67	100	2.0
1.18	Willing to do any reasonable job	31	50.0	15	24.2	16	25.8	0	0.0	62	100	2.2
1.19	Learn on own time	11	18.3	19	31.7	28	46.7	2	3.3	60	100	1.3
1.20	Self starter	21	35.0	24	40.0	15	25.0	0	0.0	60	100	2.1
1.21	Positive self concept	30	48.4	24	38.7	8	12.9	0	0.0	62	100	2.3
1.22	Pride in performance	38	62.3	19	31.2	3	4.9	1	1.6	61	100	2.5
1.23	Creativity	9	14.5	25	40.4	27	43.5	1	1.5	62	100	1.7
1.24	Ability to learn from mistake	22	35.4	31	50.0	9	14.6	0	0.0	62	100	2.2
1.25	Risk taker in appropriate situations	6	9.1	29	44.0	29	43.9	2	3.0	66	100	1.6
1.26	Tenacity	10	16.1	35	58.4	12	19.4	5	8.1	62	100	1.9
1.27	Drive	10	15.8	30	47.6	19	30.2	4	6.4	63	100	1.8
1.28	Planning skills	13	21.6	29	48.3	15	25.1	3	5.0	60	100	1.9
1.29	Willingness to ask for help	33	54.2	25	40.9	3	4.9	0	0.0	61	100	2.5
1.30	Trusting	27	40.9	32	48.5	6	9.1	1	1.5	66	100	2.3
1.31	Problem solving skills	13	21.3	33	54.1	14	22.9	1	1.7	61	100	1.9

Inventory of Knowledge, Skills, and Attitudes

Weighting:		Emphasis (3) Essential N	H%	(2) Important N	H%	(1) Desirable N	H%	(0) Not Necessary N	H%	Total N	H%	$\bar{X}$
1.32	Reasonable ambition	8	13.5	29	49.3	21	35.7	1	1.5	59	100	1.7
1.33	Ability to deal with set-backs	16	25.8	40	64.6	5	8.0	1	1.6	62	100	2.1
1.34	Willingness to share	22	36.6	33	55.1	4	6.7	1	1.6	60	100	2.3
1.35	Reasonable diagnostic skills in technical and social situations	9	15.0	29	48.3	17	28.4	5	8.3	60	100	1.8
1.36	Supportive of staff	22	36.1	30	49.1	8	13.2	1	1.6	61	100	2.2
1.37	Respect for client	54	88.7	6	9.8	1	1.5	0	0.0	61	100	2.8
2.0	Attributes and Attitudes Specific to Entrepreneurship											
2.1	Creativity	25	44.7	19	33.9	10	17.8	2	3.6	56	100	2.2
2.2	Ability to learn from mistakes	29	49.2	27	45.7	3	5.1	0	0.0	59	100	2.4
2.3	Risk taker	27	40.3	28	41.8	7	10.4	5	7.5	67	100	2.3
2.4	Tenacity	25	44.7	25	44.7	5	8.9	1	1.7	56	100	2.3
2.5	Drive	29	43.2	30	44.8	7	10.5	1	1.5	67	100	2.3
2.6	Planning skills	28	47.5	21	35.6	9	15.3	1	1.6	59	100	2.3
2.7	Willingness to ask for help	32	55.2	21	36.2	5	8.6	0	0.0	58	100	2.4
2.8	Trusting	31	55.4	16	28.6	8	14.3	1	1.7	56	100	2.4
2.9	Problem solving skills	27	46.6	23	39.7	8	13.7	0	0.0	58	100	2.3

Inventory of Knowledge, Skills, and Attitudes

Weighting:		Emphasis (3) Essential N	H%	(2) Important N	H%	(1) Desirable N	H%	(0) Not Necessary N	H%	Total N	H%	$\bar{X}$
2.10	Reasonable ambition	19	32.8	29	50.0	9	15.5	1	1.7	58	100	2.1
2.11	Ability to deal with set-backs	28	48.3	27	46.6	3	5.1	0	0.0	58	100	2.4
2.12	Willingness to share	28	43.8	29	45.4	6	9.3	1	1.5	64	100	2.3
2.13	Diagnostic skills in technical and social situations	21	36.3	25	43.2	9	15.4	3	5.1	58	100	2.2
2.14	Supportive of subordinates and staff	28	48.4	25	43.1	4	6.8	1	1.7	58	100	2.4

APPENDIX A

Employment Opportunities in Gerontology

The following job titles are used to describe occupational titles in the State of Hawaii.

1) Aide
   - Case management
   - Community service (chore services, information and referral, escort)
   - Home delivery (meals)
   - Home health
   - Nurses
   - Nursing home
   - Nutrition
   - Personal care
   - Recreational
   - Senior center
2) Intaker (social, social service)
3) Driver (meal delivery, van)
4) Case manager
5) Coordinator (program, project)
6) Director/administrator/executive director
7) Executive on aging
8) Nurse
9) Geriatric nurse practitioner
10) Physical therapist
11) Program specialist
12) Information specialist
13) Social worker
14) Supervisor

15) Nutrition site manager

16) Respite coordinator

17) Housing tenant coordinator

18) Volunteer coordinator

19) Recreation coordinator

20) Nutrition educator

21) Resource developer

22) Grant manager

If you have questions, you may contact Patricia Sasaki, Executive Office on Aging. Her business telephone number on Oahu is 548-2593.

Occupational Opportunities in the Community Service Sentencing Program

CSSP Worker

Unit Supervisor

If you have questions, you may contact Calvin Sagara, Community Sentencing Program. His business telephone number on Oahu is 548-8910.